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17. ABSTRACT (MAX. 250 WORDS)

To provide meaningful instruction, the following objectives are given: to acquaint the student with principal events in the history of the United States, to develop appreciation of basic democratic practices, to promote a desire for good citizenship, to inform students of the basic rights guaranteed by the Constitution, to outline a project of study, and to suggest learning activities appropriate to the interests and abilities of students involved in the program.

Nine units of study, primarily on a chronological basis, are: introduction to history, study of maps and globes (1 week); discovery, exploration, and colonization of the New World (4 weeks); the beginning of a new nation (9 weeks); the growth of our nation (4 weeks); advancements in the United States, 1800-1950 (4 weeks); the United States becomes a world power (4 weeks); and citizenship (2 weeks). Each is outlined according to content, suggested teacher procedures, and materials. Supplemental lists of student references and audiovisual aids are included. An appendix suggests special student projects, field trips, and display and use of the flag.

Assignments should be definite, limited, clearly outlined in a step-by-step procedure, and create desire for achievement. For the teacher's benefit, there are explanations about reasons for studying history, textbook references, supplementary readings, student projects, field trips, class discussions, bulletin-board displays, a class scrapbook, and audiovisual materials. Eight curriculum bulletins are listed.

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AMERICAN HISTORY - LEVEL IV

For use in Talent Preservation Classes
in Secondary Schools

Houston Independent School District
Houston, Texas

1963

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Curriculum Bulletin 63CBM33

Item Number 33.895

AMERICAN HISTORY - LEVEL IV
for
TALENT PRESERVATION PROJECT
Secondary Schools

Curriculum Bulletin Number 63CBM33

Prepared by

Mr. James L. Mathis, teacher at McReynolds Junior High School

Under the Direction of

Mrs. Jozie Mock, Supervisor, Talent Preservation Project
Mrs. Mabel T. Woods, Director of Curriculum
Mr. Richard F. Bruns, Assistant Director of Curriculum

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Board of Education

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INTRODUCTION

OBJECTIVES

This course of study has been developed to assist the teacher in the Talent Preservation Project in providing a meaningful program of instruction in United States history, with the following objectives in mind:

1. To acquaint the student with the principal events in the history of the United States

2. To develop in the student an appreciation of the basic democratic ideas and practices that make the United States a great nation

3. To promote in the student a desire to become a good citizen; to emphasize the rights, privileges, and responsibilities of citizenship and the opportunities to practice good citizenship both in and out of the classroom

4. To make the student aware of the basic rights guaranteed by the Constitution of the United States

5. To outline a project of study and suggest learning activities appropriate to the interests and abilities of the student in the Talent Preservation Program

SUGGESTED TEACHING PROCEDURES

It is imperative that the students in the Talent Preservation Project develop an appreciation of our American heritage and acquire a sufficient knowledge of our government to enable them to become useful citizens.

The history of the United States should be taught to these students from a functional and meaningful point of view, with much attention given to individual motivation.

The assignments should be (1) definite, (2) limited in scope, (3) clearly outlined in a step-by-step procedure, and (4) sufficiently interesting to create a desire for achievement and progress toward the best possible results.

Reasons for Studying History

"Why do we have to study history?" This is a question no history teacher has ever completely escaped. It is a question which is often quite difficult to answer to the satisfaction of the student. A student must feel that the subject he studies is beneficial and interesting if the course is to be of any real value to him. This is especially true of the talent preservation student. The purpose of this section is to outline for the students some logical reasons for the study of the history of the United States and to motivate their interest in the subject. Following are some statements that provide brief but pertinent reasons for the study of history:

1. Before we can really know a person, we must know his background, his accomplishments, his weaknesses, and his abilities. The same is true for our country. Before we can really know and understand our United States, we must know something about the important incidents of the past which made our country what it is today.

2. Good citizenship is essential for the development of a strong nation, and good citizenship requires knowledge of the basic ideas of our democratic heritage, and a desire to preserve these ideas.

3. A knowledge of history can serve as a valuable guide to the future. Through a study of history, it is possible to determine which policies and ideas are most likely to succeed, and which by experience have proved to be unsuccessful.

4. History is adventure at its peak. The history of the United States is an action-packed saga from the landing of Columbus to the feats of the astronauts.

The teacher should be alert to take advantage of any opportunity that arises to help the students sense the daily importance of history, and to make the course an interesting and enjoyable learning experience.

Textbook References

At the writing of this bulletin, there was no history textbook specifically adopted for use in Talent Preservation classes. The basic textbook recommended for use with this bulletin is Our United States, the adopted textbook for eighth-grade American History. The textbook will be the one most readily available to the teacher as well as to the students. However, the teacher must find other materials to supplement the information found in Our United States. In addition to the list of references for teachers suggested in this bulletin, each individual school library has a number of books that will be helpful to the teacher. The content of the course has been organized in chronological order, so that the teacher will be able to adapt other textbooks to the activities suggested.

Supplementary Readings for Students

A number of books appropriate for independent reading by the students are listed in the "Student References" section at the end of each unit of study in this bulletin. These books are written on the reading level of most of the talent preservation students. They may be found in most elementary and junior high school libraries, but each teacher should make a thorough check of his own school library to determine the availability of the books on the list, as well as to discover other suitable books to add to the list.

Student Projects

It is suggested that each student develop two projects each semester. These projects would be closely coordinated with the specific interests and abilities of the students. A number of ideas may be suggested to the students, concerning projects they could do. A list of suitable projects for such consideration may be found in Section I of the Appendix in this bulletin. On the basis of their individual interests, students may suggest other projects in addition to those suggested by the teacher. In such cases, the teacher must evaluate the project to determine whether it would be appropriate and in accordance with the students' abilities.

One of the two semester projects should be developed as a group project. In addition to providing a lesson in history, the group project furnishes experience in cooperative planning and action. Class time should be provided for student work on such projects, and the finished products may be placed on display, perhaps in the library or the lunchroom, with credit given to the creators.

Field Trips

A well-planned and well-timed field trip can be a very effective teaching device in the Talent Preservation Program. Although the number of field trip sites related to United States history are somewhat limited in the Houston area, a number of appropriate field trips are suggested in Section II of the Appendix in this bulletin. All the details of a field trip should be carefully planned and all the necessary arrangements made well in advance, including plans for some effective follow-up activities. The teacher should also be continuously alert to identify possible new field trip sites.

Class Discussions

When using the class discussion method of presenting subject content, be sure to require that all answers be given in complete sentences. This helps to provide the students with continuous drill in language arts, which must be stressed in all Talent Preservation classes.

Bulletin-Board Displays

Effective use of the bulletin-board space in the classroom will bring particularly good results in a Talent Preservation class. One area of the bulletin board should be set aside for examples of student work, with a student committee appointed to select the best classwork and arrange it on the board. Other areas of the bulletin-board space may be devoted to exhibits related to the subject matter being studied. These displays should be changed with the introduction of each new unit of study. The students may be alerted in advance to look through newspapers and magazines for pictures and articles that pertain to the topic in the next unit of study. A student committee may also be put in charge of these bulletin-board exhibits. If there is sufficient board space, two groups might like to compete for arranging the most attractive, interesting, and appropriate displays.

Class Scrapbook

A class scrapbook may be developed as a class-wide project with a twofold purpose: first, to give the students an opportunity to contribute to a permanent, highly prized item in the room; and second, to provide a showpiece for visitors.

The scrapbook should be looseleaf, but much larger than an ordinary scrapbook. The jacket should be firm and durable; it might be made from plywood by some of the boys in woodshop. The paper for the scrapbook should also be of heavy material. Paper companies and printers sometimes have remnants of heavy paper of suitable size and weight, in different colors, free for the asking.

The following procedure is suggested for making such a scrapbook:

Set up a section for each unit studied. Ask a student to design some dividing pages to be placed between the units, using illustrations either drawn or cut out from magazines. Emphasize neatness; the students will value the book highly only if it is beautiful to them. Although guidance is needed, the students' own ideas must be encouraged and developed, so that they feel this to be their own project.

Within each unit division, individual students may contribute a collection of items related to that unit. The collection may include magazine pictures, souvenir historical documents, picture post cards from historical sites, newspaper clippings, student drawings, and perhaps occasionally a paragraph written by one of the students about a library book pertaining to the particular historical period. A constant search by all the students for a variety of appropriate items will result in a very interesting book.

If a large amount of such material is submitted, a class committee may be appointed to help decide which items should be included in the scrapbook. If good material is scarce, selectivity should still be employed, since quantity will not substitute for quality. Above all, credit should be given, for each piece submitted, to the student who made the contribution. Student pride developed in this way will greatly increase the value of the scrapbook.

Audio-Visual Materials

Included at the end of each unit is a list of appropriate films and filmstrips that are available to the teacher through the Department of Audio-Visual Services. Other audio-visual materials are listed in the current editions of the Audio-Visual Materials Catalog for Social Sciences.

Curriculum Bulletins:

American History, Eighth Grade, for Slow Learners. Curriculum Bulletin 58CBM48. Houston Public Schools, 1958.

American History, Eighth Grade. Curriculum Bulletin 62CBM39, Houston Public Schools, 1962.

English Form Book. Curriculum Bulletin 62CBP1. Houston Public Schools, 1962.

Learning What It Means To Be An American. Curriculum Bulletin 62CBM2. Houston Public Schools, 1962.

United States Geography and History, Grade Five. Curriculum Bulletin 62CBM14. Houston Public Schools, 1962.

Using the Newspaper in the Civics, Economics, Geography and History Classes of the Secondary Schools. Curriculum Bulletin 59CBM41. Houston Public Schools, 1959.

Your Library, A Guide for Students and Teachers. Curriculum Bulletin 63CBP16. Houston Public Schools, 1963. (obtained from Drill Book Department)

Youth and the Law. Curriculum Bulletin 62CBM42. Houston Public Schools, 1962.

TEACHING MATERIALS

Reference Textbooks:

Clark, Edmonson, and Dondineau. Civics for Americans. Macmillan, 1954.

Eibling, King, and Harlow. Our United States. Laidlaw, 1962. (Regular adopted textbook for eighth grade)

Kottmeyer, William, and others. Our Constitution and What It Means. Webster, 1961.

Wilder and others. This Is America's Story. Houghton, 1954. (Out-of-adoption eighth-grade textbook)

Additional References for Teachers:

Adams, James T. Atlas of American History. Scribner's, 1943.

The American Heritage Book of the American Revolution. American Heritage, 1958.

Debenham, Frank. Discovery and Exploration. Doubleday, 1960.

Findlay, Bruce Allyn. Your Magnificent Declaration. Holt, Rinehart and Winston, 1961.

_____. Your Rugged Constitution. Stanford University, 1950.

Hall, J. Oliver, and Russell E. Klinger. American Democracy. American Book Co., 1957.

Harlow, Ralph Volney, and Hermon M. Noyes. Story of America. Holt, Rinehart and Winston, 1961.

Harris, Ruby M. The Rand McNally Handbook of Map and Globe Usage. Rand McNally Co., 1959.

Kane, Joseph Nathan. Facts About the President. Wilson, 1959.

Lord, Walter. A Time To Stand. Harper and Row, 1961.

McFall, Christie. Maps Mean Adventure. Dodd, Mead Co., 1961.

Morris, Richard B. Encyclopedia of American History. Harper, 1953.

Morris, Richard B., and James Woodress (eds.). Voices from America's Past. Webster, 1961. (Fourteen-booklet collection of the statements of famous Americans in fourteen different periods)

Posey, Rollin B., and others. Government for Americans. Row, Peterson and Co., 1956.

Information Please Almanac. Simon and Schuster, 1963.

Texas Almanac. Dallas Morning News. (latest available edition)

Webster's Geographical Dictionary. Merriam, 1960.

World Almanac and Book of Facts. New York World Telegram. (latest available edition)

Reference Books on the Reading Level of Students:

Beeby, Daniel J., and others. Our Country. Laidlaw Brothers, 1952.

Devereaux, Vanza. America's Own Story. Harr Wagner, 1954.

Gilmartin, John G., and Anna M. Skehan. Great Names in American History. Laidlaw Brothers, 1951. (Short histories of famous people of American history from Columbus to F. D. Roosevelt)

Reynolds, James J., and others. Short Stories of Famous Men. Noble and Noble, 1946.

Shoen, Harriet H. Land of Liberty. L. W. Singer Co., 1955.

TEACHING UNITS

The teaching units outlined in this bulletin are designed to serve as a guide to the teacher in planning a program of instruction in United States history for students in the Talent Preservation classes. The units of study are organized primarily on a chronological basis, but are also thematic in their approach. A suggested time allotment is indicated for each major unit, to provide a basic pattern of emphasis, but learning activities should be planned on a flexible basis, as indicated by the developing needs of the students and their areas of interest.

The items included in the "Content" column of this course outline indicate the points of basic emphasis to be covered in each unit.

The suggestions given in the middle column, entitled "Suggested Teaching Procedures," are not to be considered as prescribed practice, but as examples of ways in which learning activities might be developed for Talent Preservation students. Not all of the suggestions will be used with any one class, and other procedures will be developed by individual teachers and class groups, according to the particular interests and abilities of the students and the resourcefulness of the teacher.

The "Materials" listed in the third column apply to the basic instructional materials only and do not include any specific references to the various supplementary teaching materials that may be available and suitable for use, or to the supplementary student reading references. References for student reading are included at the end of each study unit, along with a list of audio-visual materials appropriate to that unit.

UNIT I. INTRODUCTION TO HISTORY: STUDY OF MAPS AND GLOBES

(Time - Approximately one week)

Content	Suggested Teaching Procedures	Materials
A. Reasons for the study of history	Ask the students to give some reasons why they think history should be studied. Write on the chalkboard the reasons that are given. Be prepared to expand on these ideas and add other valid reasons for the study of history. The introductory section of this bulletin suggests some ideas for consideration.	
B. Use of maps	Ask each student to bring to class a road map of the state and/or a map of the city of Houston. (Students will find that these maps are given away free at most major service stations.)	Road map of Texas Street map of Houston
	The purpose of this unit is to teach the students the following basic facts about maps: What the legend is and how to read it How to use the scale of miles The meanings of various signs and symbols How to locate places on the map How to determine direction on the map	Harris, Ruby M. The Rand McNally Handbook of Map and Globe Usage. Rand McNally Co., 1959. Epstein, Sam and Beryl. The First Book of Maps and Globes. Watts, 1959. Tannerbaum and Stillman. Understanding Maps. Whittlesey, 1957.
	Conduct the following activities as group projects or as individual projects, according to the number of maps available. Using the Texas road map, ask the students to: Find the distance by highway from Houston to Dallas. Find the distance from Houston to Dallas along a straight line. Plan a trip from Houston to any city in Texas, listing the highways traveled, the towns passed through, and the number of miles traveled.	
	Using a street map of the city of Houston, ask the students to: Find the location of their school. Find the location of their own homes and the homes of their relatives.	

	Locate the City Hall, the Coliseum, the Humble Building, the Cullen Center, the Gulf Building, and other architectural landmarks. Locate the Medical Center. Find the location of Hermann Park, Memorial Park, the zoo, and neighborhood parks. Point out the locations of sports stadiums. Locate the major area shopping centers, such as Sharpstown, Gulfgate, Meyerland Plaza, Palm Center, and Northline. Search for historical landmarks, such as the San Jacinto Battleground, the site of Santa Anna's capture, and others of particular interest. Find the locations of universities, colleges, public schools, and churches.	
C. Use of globes	Use the globe to show students the following facts that are important to know: Marked on the globe are the following two types of lines which serve as guides in finding exact locations: Lines of latitude—lines which run from east to west, parallel to the equator. Lines of longitude—lines which run north and south, from one pole to the other. Latitude is measured in numbers of degrees north and south of the equator. Longitude is measured in numbers of degrees east and west of the Prime Meridian. Locate the Prime Meridian on the globe. Encourage students to handle the globe. Have the students observe the locations of the following points on the globe in relationship to lines of latitude and longitude. Have them tape a small marker on the globe as they locate the various items. North Pole — Europe — Australia — Atlantic Ocean South Pole — Asia — South America — Pacific Ocean North America — Antarctica — Africa — Indian Ocean	Globe Films: M 1663 Maps: Coastal Symbols and Terms M 1657 Maps: Land Symbols and Terms 362 Latitude and Longitude 1660 Reading Maps

UNIT II. DISCOVERY, EXPLORATION, AND COLONIZATION OF THE NEW WORLD

(Time - Approximately four weeks)

Content	Suggested Teaching Procedures	Materials
A. Voyage of Columbus	Tell the students the story of the voyage of Columbus.	Our United States, pp. 47-48, 55-58
1. Why he went on the voyage	In class discussion, ask the students to compare the voyage of Columbus with the first trip into space.	
2. Who financed the voyage	Encourage some of the students to draw pictures of ships like the ones used by Columbus. (The picture on page 46 of Our United States illustrates what these ships were like.)	
3. Difficulties of the voyage	Ask the students to compare the trip made by Columbus with the crossing of the Atlantic Ocean by a modern ocean liner of today.	
4. Where the voyage ended		
5. Results of the voyage	Ask the students: What aids did Columbus have to help guide him on his voyage? What means of navigation did he use?	Our United States, pp. 52-54
	Point out on a globe where Columbus landed, and show how far he was from India.	
	Ask the students: Why did Columbus call the people he met Indians? Instead of reaching India, what land had Columbus actually found?	
	Have the students draw a simple map showing the first voyage of Columbus.	
	Be sure that the students understand the following concepts about the voyages of Columbus: How many other trips did Columbus make? What were the results of his voyages? What was the fate of Columbus?	Our United States, p. 58
B. Exploration of the New World	Discuss with the students some of the reasons why other men wanted to leave Europe and explore the land that Columbus found, including:	Our United States, pp. 62-63
1. Why the men from Europe wanted to explore the New World	Search for riches Establishment of trade Love of adventure Desire to teach the Indians about God	

2. Spanish explorers a. Balboa	Tell the students the story of Vasco de Balboa's discovery of the Pacific Ocean. Show how the explorations of Balboa proved that Columbus had found a new world instead of reaching India. At this point, have the students construct an "Explorers Chart" containing three columns, as follows: (1) name of the explorer, (2) country he represented, and (3) land he discovered or explored. The name of Columbus may be used as an example, to show the students how to set up their charts:	Our United States, pp. 63-64

Name of Explorer	Country Represented	Lands Discovered or Explored
Columbus	Spain	Discovery of America

	The purpose of such a chart is to give the student an overall concept of the contributions made by the different countries' explorers and to develop an understanding of the relationships between these explorations and those which came earlier or later.	
	As each of the explorers are studied, have the students add them to their charts, beginning with the two already mentioned: Columbus and Balboa.	Our United States, Chart, p. 75
b. Magellan	Tell the students the story of the voyage of Ferdinand Magellan, including the following pertinent items: (1) The purpose of the voyage, (2) how this voyage further proved that Columbus had found a new world, and (3) the fate of Magellan. Have the students add Magellan to the "Explorers Chart."	Our United States, p. 64
c. Hernando Cortez	Tell the students the story of Hernando Cortez's conquest of the Aztec Indians in Mexico, discussing the following questions: (1) Why were the Spanish explorers interested in Mexico? (2) Why did the Aztecs think the Spaniards were Gods? (3) How did the Spaniards treat the Aztecs?	Our United States, pp. 64-65

Content	Suggested Teaching Procedures	Materials
d. Ponce de Leon	Tell the story of Ponce de Leon's search for the "fountain of youth." Point out on a map and describe the present-day region of the United States which he explored. Emphasize why this exploration was important, even though de Leon failed to find the "fountain of youth."	Our United States, p. 67
e. Cabeza de Vaca	Tell about the explorations of Cabeza de Vaca. (Discuss the Spanish meaning of his name—"head of a cow.") Emphasize the importance of his explorations as the first European in Texas, and tell why the book he wrote about his explorations became so significant. Have the students add Hernando Cortez, Ponce de Leon, and Cabeza de Vaca to the "Explorers Chart." Divide the students into six groups and assign the name of one Spanish Explorer to each group. Direct each group to prepare and present a panel discussion on the explorer assigned to it. Suggest that the panel members may question the "audience" following the presentation of their reports and discussions. Encourage interested students to write dramatic skits or duet acts based on the explorations studied, particularly where outside reading is done to make the personalities of the explorers more vivid. This would not be a required activity, however, and students would not be forced to participate in this sort of activity at this time. It may be that later in the year they will be more anxious to do so. Arranging for students to dramatize the stories of their favorite explorers might prove very gratifying and thus increase student enthusiasm. Without getting too far away from the historical facts, the students may be encouraged to let their imaginations run quite free in dramatizing the explorer's determination, excitement, spirit of adventure, or even his moments of fear, illness, rejection by his men, or general discouragement because of apparent failure. This "human element" should stimulate	Our United States, p. 67

	class interest and help to make otherwise remote characters more real in the minds of the students. No costumes or sets should be required, but the physical characteristics of age, size, physical deformities, or great strength may be portrayed, along with the above-mentioned personality characteristics, to increase the effectiveness of the act.	
3. English and French explorers		
a. John Cabot	Tell or read to the class the account of the voyages of John Cabot. Discuss the following questions: (1) Did Cabot think he had found the coast of Asia? (2) What did he call the new land he found? (3) Why did England want him to make the journey?	Our United States, pp. 68-69
b. Jacques Cartier	Tell the class about the explorations of Jacques Cartier, including the name of the river he explored and what he was searching for.	Our United States, pp. 68-70
c. Samuel de Champlain	Tell the class about the explorations of Samuel de Champlain, discussing fully the following two questions: (1) Why did Champlain want to settle the lands which France claimed? (2) Why was Champlain called "the Father of New France"?	Our United States, pp. 70-71
	Have the students add Cabot, Cartier, and Champlain to their "Explorers Charts."	
C. English colonies	Discuss with students that three countries established colonies in the New World, and explain why these colonies were established.	
1. Jamestown	Discuss with the students: (1) Why Englishmen established colonies and settled in the New World, and (2) what freedoms they had in the colonies which they did not have in England.	Our United States, p. 80
	Point out on a map where the first successful English colony was located in the New World. Discuss some of the hardships of the first colonists. Tell who John Smith was, and how he saved the colony from failure.	Our United States, pp. 81-85

Content	Suggested Teaching Procedures	Materials
	Help the class to understand what a money crop is, and ask them to name some money crops that are grown in this area today. Discuss the following questions about the Jamestown colony: What was the money crop of the colony? Why were the first slaves brought to English colonies? Why no women came with the first colonists? How the people of the colony governed themselves?	
2. Other English colonies	Discuss the following questions in class and place special emphasis on the basic concepts involved: What group of people came to this country on the Mayflower? What colony did they establish? What country first established a colony where New York is now located? How did England gain control of this colony? What was the religion of most of the people in the colony of Maryland? What religious group founded the colony of Pennsylvania? Why was the colony of Georgia formed?	Our United States, pp. 85-96
3. Life in the colonies	To provide the students with a brief over-all visual reminder of life in the different colonies, have each of the students prepare a chart containing four vertical columns labeled (1) Southern colonies, (2) New England colonies, (3) Middle colonies, and (4) Frontier colonies. Under each of these headings have the students record (a) major geographic features, (b) chief ways of making a living, and (c) what the homes were like.	

Student References for Unit II	Audio-Visual Aids

American Heritage. Discoverers of the New World. Golden, 1960.

Aulaire, Ingri d'. Columbus. Doubleday, 1955.

Averill, Esther. Cartier Sails the St. Lawrence. Harper, 1956.

Bailey, Bernadine. Juan Ponce de Leon, First in the Land. Houghton Mifflin, 1958.

Block, Irvin. Real Book About Explorers. Doubleday, 1951.

Carpenter, Francis. Pocahontas and Her World. Knopf, 1957.

Coffman, R. P., and Nathan G. Goodman. Famous Explorers for Young People. Dodd, 1945.

Dalgliesh, Alice. The Thanksgiving Story. Scribner's, 1945.

Daugherty, James. Landing of the Pilgrims. Random, 1950.

Hays, Wilma P. Pilgrim Thanksgiving. Coward, 1955.

Mason, Mariam E. John Smith: Man of Adventure. Houghton Mifflin, 1958.

_____. William Penn: Friendly Boy. Bobbs-Merrill, 1957.

Rich, Louise Dickerson. The First Book of New World Explorers. Watts, 1960.

Sperry, Armstrong. The Voyages of Christopher Columbus. Random, 1950.

Stevenson, Augusta. Virginia Dare: Mystery Girl. Bobbs-Merrill, 1957.

Syme, Ronald. Balboa, Finder of the Pacific. Morrow, 1952.

_____. Columbus, Finder of the New World. Morrow, 1952.

_____. John Smith of Virginia. Morrow, 1954.

Tunis, Edwin. Colonial Living. World, 1957.

Welch, Ronald. Ferdinand Magellan. Criterion Books, 1956.

Films:

	106	Discovery and Exploration
M	433	Story of Christopher Columbus
M	2048	Jamestown Colony
	164	Early Settlers in New England
M	1510	The Pilgrims
M	1586	The Beginnings at Plymouth
	112	Colonial Children

Filmstrips:

Fs- 612	Columbus
Fs- 614	Age of Discovery
Fs-2057	Age of Exploration
Fs- 926	Life in Jamestown
Fs- 289	Life in Colonial America
Fs- 683	Colonial America
Fs- 448	Colonial Children
Fs- 762	Occupations and Amusements of the Colonists
Fs- 765	Social and Cultural Life of the Colonists
Fs- 951	Life on a Southern Plantation

UNIT III. THE BEGINNINGS OF A NEW NATION

(Time - Approximately nine weeks)

Content	Suggested Teaching Procedures	Materials
A. Struggle between England and France	Contrast the ideas of the English and the French about control and settlement of the New World. Point out that the English wanted colonies with permanent homes and people; the French, on the other hand, felt they did not need permanent homes and settlements to control the land. They relied on a series of strong forts, and of friendship with the Indians.	Our United States, pp. 126-133
1. French and Indian War	Discuss the question of why the increasing population of the English colonies brought on trouble with France. Point out that the English and the French were old enemies in Europe. Tell the story of the trip made by young George Washington to carry a message to the French on the western frontier. Discuss the following questions with the class: Why did the Indians help the French? What Indian tribe helped the English? What were the results of the war? Why was the war important to England? Who led the colonists into new land?	
2. Settlement of new land	Tell the story of Daniel Boone, including the Wilderness Road, and Boonesborough.	Our United States, pp. 136-137
B. Trouble in the English colonies	Review and emphasize the fact that at first the colonists who came to the New World from England were given much freedom.	
1. New laws	Point out that in 1763 the British government passed new laws which regulated trade and navigation, taxed the colonists, and stationed large numbers of English troops in the colonies. Discuss the significance of these events, with the students, and ask them to explain why the colonists would be upset by these new laws. Be sure that they understand the meaning of exports, imports, and duties.	Our United States, pp. 140-151

	Help the students understand the significance of the following actions or events: Stamp Act Taxation without representation Boston Tea Party Quartering of troops	
2. Intolerable Acts	Discuss what the "Intolerable Acts" were, why they were passed, and how they received this name.	Our United States, pp. 151-154
	Discuss the significance of the famous words from Patrick Henry's speech of March 23, 1775, and their effect on the colonists.	
C. Fight for independence	Explain who the "Minutemen" were and what was their principal function and importance. Tell how they were warned of the movement of the British soldiers on April 18, 1775, and how they fought against them. Read aloud the poem, "Midnight Ride of Paul Revere."	Our United States, pp. 157-162
1. Early battles	Tell about the battles of Lexington and Concord, and be sure the students understand: Why the British were going to Concord Where and under what circumstances the first shot was fired The success of the Minutemen The effects these attacks had on the other colonists	
2. Feelings of the people	Discuss the purpose of the Second Continental Congress, and the circumstances under which it met. Explain how the members of this congress felt about independence from England.	Our United States, pp. 162-163
3. Declaration of independence	Enumerate and explain the significance of the charges made against the King of England in the American Declaration of Independence. Discuss with the students some of the basic ideas presented in the Declaration of Independence, including the following: All men are created equal. All have a right to life, liberty, and the pursuit of happiness.	Our United States, pp. 165-170

Content	Suggested Teaching Procedures	Materials
4. End of the War for Independence	The government should protect these rights. The people should have a voice in the government. If the government withholds any of these rights, the people have a right to change the government. Point out that Thomas Jefferson did most of the writing of the Declaration of Independence. Discuss the many difficulties encountered and the many hardships endured by the patriots during the war. Ask the students to identify the sources of military aid given the patriots from other countries, and describe the way in which France helped. Tell the story of George Washington and his men at Valley Forge. Tell the story of John Paul Jones and the "Bonhomme Richard." Tell the story of how the British forces were finally defeated at Yorktown, including the events that led up to this victory by the patriots. Discuss the following important points in the Treaty of Paris, which ended the war: England recognized the independence of the United States. The Mississippi River was established as the western boundary. All British troops were withdrawn. Emphasize the significance of this treaty to the Americans. Conduct some identification studies, such as a "Who Am I?" quiz, to help students understand the role of each of the following persons in the fight for independence: George Washington Thomas Jefferson John Paul Jones Paul Revere Minutemen Others	Our United States, pp. 171-179

D. Forming a new government	Point out that, having won their independence, the thirteen states now faced the problem of setting up a government and organizing the former colonies into a new nation.	Our United States, pp. 182-186
1. Articles of Confederation	Describe to the class the plan of government that was set up soon after the Declaration of Independence.	
	Point out some of the weaknesses of the Articles of Confederation, as follows: Could not carry out treaties Could not tax the people to raise money Could not coin money Could not call up an army to keep law and order	
	Review some of the problems of the new nation that made many people feel that a stronger form of government was needed than the Articles of Confederation could provide.	
2. Constitutional convention	Explain why the group of men who met in Philadelphia in 1787 to amend the Articles of Confederation decided instead to draw up a new plan of government. Tell why James Madison became known as the "Father of the Constitution." Explain what the term compromise means, and discuss why compromises were necessary in writing the Constitution. Be sure that the students understand what a federal government is.	Our United States, pp. 186-193
E. Constitution	Read aloud the Preamble of the Constitution, and discuss the meaning of each of the six reasons stated in the Preamble as to why the Constitution was written.	Our Constitution and What It Means, p. 5
1. Preamble		
2. Branches of Government	Explain that the major purpose of Congress is to make the laws. Point out that Congress is made up of two parts (two houses). It is not necessary to use the terms Legislative, Executive, and Judicial to distinguish between the branches of government, but the students should know that Congress is made up of a Senate and a House of Representatives.	Our United States, pp. 194-199 Our Constitution and What It Means, pp. 5-13 Civics for Americans, pp. 225-236
a. Congress		
b. President	Point out that the President's branch of the government is primarily concerned with carrying out the laws made by Congress.	Our United States, pp. 219-220 Our United States, pp 204-206
c. Supreme Court	Discuss how the Supreme Court operates as head of the branch of the national government that is responsible for trying those who are accused of breaking laws, and for making sure that the laws follow the Constitution.	Our Constitution and What It Means, pp. 22-28 Civics for Americans, pp. 240-254

Content	Suggested Teaching Procedures	Materials
3. Check and balance system	Show how each branch of the national government can check or balance the action of the other branches. The simplest way to illustrate this idea is to describe how a law is made. Example: Congress makes the law, but it does not become a law until the President signs it, and if the law conflicts with what the Constitution says, the Supreme Court can rule that it is not a valid law and it will be discarded. Other examples: Congress may impeach the President or a Supreme Court Justice. Senate approval of Presidential appointments is required. The President appoints Supreme Court Justices, but has no power to remove them. If a Supreme Court Justice is removed, it is only after charges are filed by the House of Representatives and he is tried by the Senate.	Our United States, p. 191
4. Changing the Constitution	Clarify the meaning of the term amendment, and explain why the first ten amendments to the Constitution are known as "The Bill of Rights." Assist the students in compiling a list of the rights that are guaranteed to them in the Bill of Rights. Point out and discuss the significance of other important changes that have taken place in the Constitution over the years. To illustrate the process of law making, and make it more real to students, arrange for the class to act out the process, as follows: Divide the class into two groups, one to act as the House of Representatives and the other, the Senate. There should be a Speaker of the House, a President of the United States, and a Vice-President of the United States, who will serve as President of the Senate.	Our United States, pp. 210-218 Our Constitution and What It Means, pp. 38-54 Civics for Americans, pp. 19-25, 220-221

A student in the House would be assigned to introduce a bill, written by himself or someone else in class. The students in the House would then discuss the bill, make any changes they wish, then vote on the bill. If the bill passed, it would go to the Senate. There it would be discussed and voted on, and if passed, sent to President to be signed. (If further changes were made before the Senate voted on it, it would have to be returned to the House for another vote before going on to the President.)

In the event that the President does not approve the bill, he can veto it and return it, with his objections, to Congress. Congress would then vote on it again, and if if passes both houses by a $\frac{2}{3}$ majority vote, it still becomes a law.

Suggestion: This hypothetical bill may be designed to change existing conditions directly affecting the students' lives; for example, an entertainment tax, or a four-day school week.

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Films:

1913	Midnight Ride of Paul Revere
M 1413	Declaration of Independence
M 311	Our Declaration of Independence
L 1415	Winning Our Independence
M 444	Benjamin Franklin
M 445	Thomas Jefferson
1762	George Washington's Mount Vernon and a Visit to Valley Forge
M 1018	George Washington
M 214	Our Constitution
M 215	Our Bill of Rights

Filmstrips:

Fs-1010	Boston Tea Party
Fs-1914	The Declaration of Independence
Fs- 530	George Washington, Father of His Country

UNIT IV. GROWTH OF OUR NATION

(Time - Approximately four weeks)

Content	Suggested Teaching Procedures	Materials
A. Increase in size of the United States	Review the provision of the Treaty of Paris at the end of the War of Independence which stated that all of the land from the Atlantic Coast to the Mississippi River (with the exception of Florida) belonged to the United States.	Our United States, pp. 245-250
	Discuss some of the problems encountered when settlers moved across the Appalachian Mountains, as follows: Clashes with the Indians Problem of selling land to the settlers Government of the frontier territories	
	Following the class study and discussion, have the students make a list of the ways in which people traveled to the west, and draw some pictures to illustrate them. Discuss which ways were easier and which were the most difficult.	Our United States, pp. 250-251
1. Louisiana Purchase	Tell the story of how the United States in 1803 gained possession of a large section of land west of the Mississippi River, known as the Louisiana Territory.	Our United States, pp. 252-254
	Discuss the terms of the Louisiana Purchase, and why it was made, emphasizing the following: Why we wanted the land Who owned the land and why they were willing to sell it How much we paid for the land The area included in the purchase	
	Explain the purpose of the Lewis and Clark expedition.	Our United States, pp. 254-258
	Have the students trace on a map the routes traveled by Lewis and Clark and describe how they traveled and what they saw.	
2. Acquisition of Florida	Tell the story of how the United States acquired Florida, emphasizing the following: Who owned Florida Why the United States wanted Florida How much was paid for Florida	Our United States, pp. 258-260

Content	Suggested Teaching Procedures	Materials
	Have the students show on an outline map of the United States how much land the Louisiana Territory and Florida added to our country.	Our United States, pp. 258, 259 (maps)
B. Increase in the importance of the United States	Explain why it is important for a new nation to gain the respect of other nations. Discuss the following questions: Why did we get into another war with England? Why was this a needless war? What was "Old Ironsides"? What were the results of the war?	Our United States, pp. 265-275
1. War of 1812		
2. Monroe Doctrine	Explain the meaning and significance of the Monroe Doctrine, and discuss with the class the following questions: Why was the Monroe Doctrine declared? How did the other nations react to it? How did the other nations' reaction to this doctrine show that the United States had become an important nation?	Our United States, pp. 275-277
C. Life in the United States, 1750-1850	Enumerate the major crops of the South, and explain why these crops were important.	Our United States, pp. 280-284
1. Southeastern states	Discuss the significance of the invention of the cotton gin. (If possible, have a student bring some raw cotton to the classroom and show how difficult it is to pull the seeds out by hand.)	
	Tell about the entertainment and recreational activities of the people in the southeastern states between 1750 and 1850.	
2. Northeastern states	Explain some of the reasons why industries became important in the northeastern states.	Our United States, pp. 284-285
	Have the students make a chart listing the inventions and the inventors from the northeastern states during this period.	
3. The frontier	Following class discussion, have the students describe the following things about frontier life in the United States from 1750 to 1850:	Our United States, pp. 290-292

	Homes Home furnishings Food and clothing Entertainment Occupations	
D. Improvements in transportation	Describe what a trip on a stagecoach in the early 1800's was like in the United States.	Our United States, pp. 285-289
1. Roads	Compare the Cumberland Road with the modern highways of today.	
2. River	Discuss the development of the first successful steamboat. Ask the students to list some of the dangers of river travel.	
3. Canals	Discuss some of the reasons why a number of canals were built during this period. Ask the students to list some important canals.	
4. Railroads	Describe what the early railroads were like, and what were their main advantages. Tell about the first successful steam locomotive in America.	

Student References for Unit IV	Audio-Visual Aids
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UNIT V. PERIOD OF CONFLICT

(Time - Approximately six weeks)

Content	Suggested Teaching Procedures	Materials
A. Growth of regional interest	Point out some of the reasons why the three major sections of the country had different basic interests. Discuss what each section wanted, and why.	Our United States, pp. 305-311
1. Regional interest	Ask the students to prepare a chart showing the things favored by each section: North, South, and West. Help the students understand why the people in the West had more freedom than the people in the North or South. Discuss the following questions: What does the word suffrage mean? Who was allowed to vote in the West? What restrictions were placed on voting in the North and South? What voting qualifications do we have in Texas today? Ask the students to decide what section of the country they would have liked to live in during this period, and tell why.	
2. Jackson's administration	Emphasize the fact that Andrew Jackson was the first man from the West to be elected President. Describe Jackson's appearance and his personality. Discuss the following questions: How did Jackson reward his friends who helped him get elected? What was the "spoils system"? Was it fair? How did Jackson treat the Indians? What were "Pet Banks"? Why did Jackson not run for more than two terms? Assign a student to make a short oral report on a book about the life or times of Andrew Jackson.	Our United States, pp. 311-317

B. Winning of the Southwest 1. Great American Desert	Point out on a map the area that was called the "Great American Desert." Ask the students these questions: Is this land really a desert? What country controlled a large part of this land in the early 1800's? Do people live on this land today?	Our United States, p. 322
2. Mexico won its independence	Review with the students the fact that Spain controlled Mexico and the area that is now the southwestern part of the United States. Explain that Mexico won its independence from Spain in 1821, as the United States had won its independence from England.	Our United States, p. 323
3. Santa Fe Trail	Have students answer the following questions: Between what two cities did the Santa Fe Trail run? What goods were brought to Santa Fe by the Americans and what goods did they take home with them? What were some of the problems of travel on the Santa Fe Trail?	Our United States, p. 324
4. Texas won its independence	Tell about the trips of Moses Austin and Stephen Austin to Texas. Discuss why the Mexican government was willing to allow people from the United States to come into Texas. Following class discussion, ask the students to answer these questions: Why did the Mexican government later try to stop Americans from coming into Texas? What caused the Texans to revolt against the Mexican government? Who was Santa Anna, and what did he try to do? What were two most famous battles of the Texas Revolution? Tell about the Battle of the Alamo, and ask the students to list some of the heroes of the Alamo. If any of the students have visited the Alamo, let them tell the class about their trip. Tell what happened at Goliad and what effect this had on the people of Texas.	Our United States, pp. 325-331

Content	Suggested Teaching Procedures	Materials
	Tell about the battle that took place at San Jacinto, and explain its significance to Texas and the United States. If at all possible, arrange for a field trip to the San Jacinto Battleground. At this time the trip would be of great value. Have students show on an outline map of Texas the location of the Alamo, the San Jacinto Battleground, Goliad, and other points of historical significance. Explain what a republic is, and point out that Texas was a republic for a period of nearly ten years before it became a part of the United States. Define the word annex, and tell about the annexation of Texas to the United States.	
5. War with Mexico	Explain why war with Mexico resulted when Texas was made a part of the United States. Point out the significant results of this war. Have the students show on an outline map the territory gained by the United States as a result of this war.	Our United States, pp. 331-333
6. Gadsden Purchase	Explain what the Gadsden Purchase was, and why it was made. Be sure that the students know: Where the land was located Why the United States wanted the land	Our United States, p. 333
C. Expansion to the Pacific	Explain the significance of the term expansionists.	Our United States, p. 337
1. Oregon Territory	Show on a map the location of the Oregon Territory. Discuss the claims that Spain, Great Britain, Russia, and the United States had on this land, including the following questions: Which two countries had the strongest claim to the land? Why did both countries want the Oregon Territory? How was the claim settled?	

	Tell about the Oregon Trail. Ask some students to tell what they think might have happened if they had taken a journey on the Oregon Trail. Clarify such terms as jumping-off place, prairie schooner, ford, yoke of oxen.	Our United States, pp. 337-367
2. California gold rush	Tell about the event that caused thousands of people to move to California in 1849.	Our United States, pp. 350-352
	Be sure that the students are able to tell: Where gold was first discovered in California What life was like in California	
	Ask the students to check newspaper advertisements or visit a supermarket and note the present-day prices of flour, sugar, onions, and tallow candles; then compare these prices with the prices asked during the Gold Rush in California.	
	Have the students fill in on an outline map of the United States the following additions of territory: Land obtained when Texas was annexed Land acquired as a result of the Mexican War The Gadsden Purchase The Oregon Territory	Our United States, pp. 354-355 (maps)
D. Trouble between the North and the South	Explain how the slavery system began in America. Point out that the principle of slaveholding was widely accepted at the time America was colonized, and that the treatment of the slaves was not always bad. Although some slaveholders were very cruel to their slaves, the price of slaves was so high and the cost of taking care of them was so great that most slaveholders could not afford to mistreat their slaves. Soon after the United States won its independence, a strong feeling began to develop against the principle of slavery, especially in the northern states, where slavery had proven particularly unprofitable.	Our United States, pp. 360-362
	Be sure the students understand: Who the Abolitionists were, and what they demanded What the "underground railroad" was and how it worked	
	Explain why controversy always arose when new states tried to join the Union. Discuss: "Why would it make any difference whether a new state had slaves or not?"	Our United States, p. 363

Content	Suggested Teaching Procedures	Materials
	Tell about the raid of John Brown at Harper's Ferry, and discuss how the Southerners felt about this event.	Our United States, p. 367
	Review some of the other issues, in addition to slavery, that divided the Northern and Southern states.	
2. Abraham Lincoln	Tell something about Lincoln's early background, his physical appearance, and his abilities.	Our United States, pp. 368-371
	Discuss the election of Abraham Lincoln in 1860, including these questions: Why did the Southerners fear Lincoln? What did the Southern states do when he was elected? What specific event started the War between the States?	
E. War Between the States	Compare the strength of the North and of the South in various ways. Ask the following questions: In what ways were the Northern states stronger? What advantages, if any, did the Southern states have?	Our United States, pp. 374-375
1. Advantages of the North and the South	Have each of the students make a chart listing the Confederate States and the Union States.	
2. Union plan	Describe the Union plan for defeating the South. Explain what a "blockade" is.	Our United States, p. 376
3. Major battles	Present a brief summary of the principal campaigns and battles of the War between the States. (Although it would not be meaningful or practical to require the students to learn about all the leaders and all the battles, or the results of the battles, the major movements and significant events may be emphasized, along with two or three of the top leaders on each side.)	
	In order to indicate the great scope of the conflict and the large territory involved, mark the principal battle sites and military campaigns on a wall map.	Our United States, p. 383 (map)
	Assign a student to tell about the battle between the Merrimac and the Monitor.	

Explain that although the South won many of the early battles of the war, their resources were limited, and they could not hold out against the superior resources of the North. The Battle of Gettysburg was the turning point of the war. Read to the class Lincoln's Gettysburg Address.

Our United States, pp. 383-384

During this period of study, the students may like to participate in the preparation of some murals relating to the Civil War period. The subjects of these murals may include battle scenes, life among slaves, life of a southern plantation, or other topics relating to the history of this period.

Following are some suggestions for the preparation of a mural:

Materials:

Brown wrapping paper is usually best for murals because it provides a good base for colored chalks, poster paint, cutouts of colored paper, and work with crayons. White butcher paper will not take chalk well, but can be used successfully with India ink, poster paint, crayons, and cutouts of colored paper. The paper should be cut into lengths of four or five feet each, to serve as a background for each group.

The coloring materials recommended are: poster paint, brightly colored chalk, or wax crayons. Materials such as map colors, pencil drawings, water colors, or other pale or delicate media are not usually effective for use in murals. Drawings done with charcoal, felt markers, or India ink (using pen or brush with the ink) would show strong contrasts of light and dark and would be more effective than pale colors.

The other materials needed include scissors, paste, brushes, newspapers to cover the desks, water jars, and buckets and rags to help in the cleaning if there is not a sink in the room.

Content	Suggested Teaching Procedures	Materials
	Procedure: The students should work in groups not larger than six. Not all work need be done directly onto the background. Cutouts may be pasted to the completed or developing background. They may be cut from magazines, drawn or painted, then cut out by students, or cut out of colored paper. Working in this manner, with cutouts, offers the following advantages: The students may work at their own desks, rather than crowd around the mural paper. The cutouts may be pinned on the mural tentatively before deciding on a permanent arrangement of items on the background. All the students can work on the mural at the same time. While some work on cutouts of colored paper, others may be drawing figures of people, animals, or trees, to be colored and cut out; while still others may be painting in a background of fields, hills, trees, or plantation homes, with colored chalk or paint. Students who "can't draw" should be encouraged to cut out, help arrange material on the background, or assist in displaying the finished product. If some of the students do not wish to participate, or do not appear to be interested, the mural could be developed as a special project by a volunteer group with extra credit given to the participants.	
4. End of the war	Tell the students about the surrender of Robert E. Lee at Appomattox Courthouse, on April 9, 1865. Discuss with the students the cost of the war, calling attention to (1) how many men had been killed in the war and (2) the impossibility of determining the cost of war.	Our United States, p. 386

5. Reconstruction	Point out that following the war, the South was in a poor condition, since most of the fighting had been done in the South, and many homes were destroyed, as well as crops and livestock. Explain also that some Northerners wanted to punish the South for their "rebellion." Discuss the following questions with the class: How did Lincoln feel about punishing the South? How did Johnson feel about punishing the South? How did Congress feel about punishing the South? Who were the "Scalawags" and the "Carpetbaggers"? What problems did the freed slaves have? Ask a student to assume the role of a freed slave and tell the class what his life was like. Organize a panel discussion of the following topics: What should have been done about the people in the South after the war? Should they have been punished? What should have been done about the freed slaves after the war?	Our United States, pp. 387-393

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129 Westward Movement

L 1875 The Oregon Trail

M 1565 Robert E. Lee

1900 Lincoln at Gettysburg

Filmstrips:

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Fs- 736 Mexican Cession and Gadsden Purchase

Fs- 738 Oregon Territory

Fs-1011 Oregon Trail

Fs- 965 Times of Andrew Jackson

Fs- 966 The Times of Abraham Lincoln

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UNIT VI. ADVANCEMENTS IN THE UNITED STATES, 1800-1950

(Time - Approximately four weeks)

Content	Suggested Teaching Procedures	Materials
A. Passing of the frontier	Compare the real cowboy of America with the cowboy of the movies and television.	Our United States, pp. 419-424
1. Cowboys	Ask the students to name some of the equipment used by the cowboy and tell the purpose of each. Discuss the purpose of the "Long Drive." Ask the students to describe what life was like on a cattle drive. Explain how each of the following helped bring to an end the long cattle drives: Railroad expansion Farmers Barbed-wire fences	
2. Farmers	Describe life as it was on the prairie farms, including what the house was made of, and why the farmer's life was difficult.	Our United States, pp. 424-427
3. Indians	Explain what happened to the Indians as the settlers moved Westward. Tell about how and where Indian groups live today. If any of the students have visited the Indian Reservation near Livingston, Texas, ask them to describe how the Indians live there.	Our United States, pp. 430-433
B. Growth of industry	Explain what an industry is, and ask the students to name some industries that are located near Houston. Point out why industry would not be possible without the use of many machines.	Our United States, pp. 437-440
1. Early industry	Ask the students to tell what kinds of machinery were used in the first American factories, and what kinds of power were used. Discuss why this was important.	

	Have the students list some of these early machines and tell what products were made in the early factories in our country.	
2. Mass production and assembly line	Define the terms mass production and assembly line. Discuss how an automobile assembly line is a good example of this. If some of the students have visited any kind of factory with an assembly line, ask them to tell the class about it.	Our United States, pp. 441-442
3. Power for industry	Discuss with the students the growth and the advancements in the use of power for industry, citing each major step, as follows: Hand power — Gasoline Water power — Electricity Steam	Our United States, pp. 444-446
	Point out that we are now entering another step—atomic power.	
	Tell the story of the life of Thomas A. Edison and mention some of the inventions he has made involving the use of electricity.	Our United States, pp. 447-448
4. Steel	Ask the students to suggest some reasons why modern industry could not have been developed without steel.	Our United States, pp. 448-451
	Have the students list some ways in which they depend on steel in their everyday lives.	
	Discuss the life of Andrew Carnegie, and how he built his steel "empire."	
5. Problems created by growth of industry	Discuss some of the problems brought about by development of industry.	Our United States, p. 460
	Explain what a monopoly is. Since many of the students have played the game "Monopoly," this can be used as an example to show what it means to have a monopoly.	
	Describe working conditions in some of the early factories, and compare them with working conditions in today's factories.	Our United States, p. 462
6. Development of labor unions	Discuss the development of labor unions. Be sure the students understand the meaning and significance of the terms strike and picketing. Discuss the organization of the largest labor organization in the United States today (AFL-CIO).	Our United States, pp. 464-465

Content	Suggested Teaching Procedures	Materials
7. Conservation	Show how the rapid expansion of industry caused a need for a strong conservation measures to prevent depletion of the nation's natural resources. Have the students list some ways in which various industries now practice conservation. Have the students list some ways in which each of us can help in the conservation of our natural resources. At this point, a field trip to a local industry would be very effective.	Our United States, pp. 465-467
C. The conquest of distance 1. Land transportation	Assign students to read about the Butterfield Overland Express, and report to the class, including information about: Length of the trip and route of the trip Establishment of way stations Treatment of the passengers The fare for the trip, and the time taken	Our United States, p. 402
	Assign other students to read about the Pony Express, and report to the class, including information about: How the system was set up Time taken for the trip How long the service lasted What caused it to be ended	Our United States, p. 402
2. Railroads	Show how the need for railroads west of the Mississippi developed as settlements grew in that area. Tell about the building of the first transcontinental railroad, including (1) the plan for building the railroad, and (2) meeting of the tracks at Promontory Point. Discuss the significance of this event. Some of the students may like to prepare, as a special project, a mural of the ceremonies at the meeting of the tracks at Promontory Point, and the driving of the golden spike. Discuss the importance of railroads today, and the changes that have occurred in recent years.	Our United States, pp. 403-407

3. Automobiles	Discuss some of the problems encountered in early travel by automobile. Ask the students to tell about various ways in which the automobile has had an effect on the American way of life. Many of the students will enjoy drawing pictures of the early automobiles.	Our United States, pp. 407-409
4. Air travel	Tell about early attempts to fly, with balloons and gliders. Discuss the significance of the first heavier-than-air powered flight. Assign a student to find out: Who were the two brothers who made the flight How far the first flight went How high the first flight went Ask the students to tell about the progress that has been made in air travel since the days of Wilbur and Orville Wright.	Our United States, pp. 409-411
D. Advancement of communication	Discuss the difficulties of communication during the colonial period of our country.	Our United States, p. 411
1. Telegraph	Tell about the invention of the telegraph by Samuel Morse, and how it improved communication. If any student knows the Morse code, ask him to put the code signals for a few words on the chalkboard. If no one knows the Morse code, perhaps a student would like to find out something about it and report to the class.	Our United States, pp. 412-413 Encyclopedias
2. Telephone	Tell about Alexander Graham Bell's invention of the telephone, and discuss with the students as follows: What are some important uses of the telephone today? What new improvements are being made in telephones today? (Examples: telephones in automobiles; direct long distance dialing)	Our United States, pp. 413-414
3. Radio	Point out that the next step in communication was the sending of a voice without a wire. Discuss the invention of the radio by Marconi.	Our United States, p. 414

Content	Suggested Teaching Procedures	Materials
	Ask the students to tell about some of the various uses of radio, including: Civil defense Police Airplanes Military News reports Pleasure and entertainment Weather reports, storm warnings	
4. Television	Discuss the importance of television today, including such points as the following: We can be present for important events everywhere, even overseas through Telstar. We can meet leaders in educational, military, political, and entertainment fields which we would probably never meet otherwise. Courses may be studied anywhere, as if in a classroom, by means of educational television stations. Symphony orchestras which we might never see or hear in person come into our living rooms and dens through the medium of television. Sports events from all over the country are viewed from box seats in our own homes. A wide variety of dramas, movies, comedy series, and other entertainment programs of interest to the whole family are enjoyed by all through television in the home. We can see for ourselves the current developments during a disaster such as a hurricane or tornado. Many programs are designed to occupy and entertain children as well as teach them many new things.	Our United States, pp. 414-415

Student References for Unit VI	Audio-Visual Aids

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Fleming, Alice. Wheels. Lippincott, 1960.
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Hogben, Lancelot. Wonderful World of Communication. Doubleday, 1959.
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Janeway, Elizabeth. Early Days of Automobiles. Random, 1956.
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Moody, Ralph. Riders of the Pony Express. Houghton Mifflin, 1958.
Moyers, William. Famous Heroes of the Old West. Grosset, 1957.
Neal, H. E. Communication. Messner, 1960.
Osmond, Edward. From Drumbeats to Tickertape. Criterion, 1961.
Pinderton, Robert. First Overland Mail. Random, 1953.
Reynolds, Quentin. The Wright Brothers. Random, 1950.
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Stevenson, Augusta. Wilbur and Orville Wright: Boys with Wings. Bobbs, 1951.
Webster, Hanson. Travel by Air, Land and Sea. Houghton, 1938.
Weir, Ruth. Thomas Alva Edison, Inventor. Abingdon, 1953.
Wyatt, Edgar. Geronimo: Last Apache War Chief. McGraw, 1952.

Films:

L 1384 American Road

L 1419 Communication Westward

1859 Development of Transportation

M 1352 Mr. Bell

Filmstrips:

Fs-460 Transportation in Our Country

Fs-590 History of Land Transportation

Fs-593 History of Communication

UNIT VII. THE UNITED STATES BECOMES A WORLD POWER

(Time - Approximately four weeks)

Content	Suggested Teaching Procedures	Materials
A. Expansion beyond seas	Define the term world power. Ask the students to name some world powers in the world of today. Discuss some of the characteristics that make a country a world power.	Our United States, pp. 510-511
1. Alaska	Discuss the purchase of Alaska, including the following points: From whom did we buy Alaska? How much did we pay for it? Was it a "good buy"? Why?	Our United States, p. 512
2. Hawaii	Tell how the United States gained possession of the Hawaiian Islands; and ask the students: Why is Hawaii important to our country?	Our United States, p. 513
3. Spanish-American War	Explain how the United States got into a war with Spain over Cuba; discuss the following questions: What event started the war? How long did the war last? Where were the main battles fought? What were the results of the war?	Our United States, pp. 514-520
4. Panama Canal	Have students use a map scale to measure on a map the distance by water from New York to San Francisco, before the building of the Panama Canal. Discuss some events that emphasized the need for such a canal. Ask the students to study the map and point out some other places between North and South America that might be narrow enough to build another canal across the isthmus of Panama. Discuss some of the problems that had to be overcome in building the canal.	Our United States, pp. 520-522

	Assist a student in finding material for a report to the class on how the locks raise and lower the ships that pass through the Panama Canal. Suggest that he use the chalkboard to draw diagrams. Have the students list some of the benefits of the Panama Canal.	
B. World War I	Discuss with the students the conditions in Europe in 1914 that led to World War I, including: Distrust between nations Many different countries, with different languages and customs Build-up of strong armies in each country Lack of vital raw materials in some nations	Our United States, pp. 545-548
	Discuss with the class: How did the United States become involved in the war? Which side did we join? Why? What were some of the results of the war?	Our United States, pp. 549-553
C. Depression of the 1930's	Discuss with the students the causes and effects of the depression of the 1930's. Ask students to ask their parents and grandparents about life during the depression, and report to the class. Review some of the steps taken during the 1930's to overcome the effects of this depression.	Our United States, pp. 556-560, 563-565
D. World War II	Explain to the students what a dictatorship is; review the dictatorships that developed in Russia following World War I, and in Italy and Germany during the 1920's and 1930's.	Our United States, p. 566
1. Dictatorships in Italy and Germany	Discuss: How does a dictatorship differ from our form of government?	
2. Alliances	Ask the students to identify the principal members of the Axis Powers and the Allied Powers.	Our United States, p. 567
	On an outline map of Europe, have the students color the countries of the Axis Powers alike, and the Allied Powers alike, showing their status during the war.	
3. United States enters the War	Review the sequence of events that led to the entry of the United States into the war. Make it clear to students that we had to fight a war in Europe as well as in the Pacific.	Our United States, pp. 567-571

Content	Suggested Teaching Procedures	Materials
4. End of the War	Review briefly the events that led to the defeat of Germany, then Japan. Discuss with the class: Why the Germans surrendered What caused the Japanese to surrender What were some of the results of the war	Our United States, pp. 571-576
E. Life in America, 1850-1945	Tell how and why a large group of middle class people developed in the United States. Include a discussion of: Their occupations Their homes Their way of life in general	Our United States, pp. 494-497
1. Entertainment	Describe the trends in entertainment in our country since 1850, including: Legitimate theatre Moving picture "palaces" Minstrel shows Melodramas Vaudeville Circus Radio	Our United States, pp. 498-499
	Some of the students might enjoy writing and acting out a melodrama-type skit, with the class cheering the hero and hissing the villain.	
2. Sports	Discuss some of the trends in sports that have developed through the years, including: Golf — Hunting Tennis — Fishing Baseball — Boating Football — Bicycling Basketball — Skiing	Our United States, p. 499
3. Literature	Real aloud the poem, "Casey at the Bat."	
	Discuss some of the methods used by early newspapers, referred to as "yellow journalism." Ask the students: Do some newspapers today still use these same methods?	Our United States, pp. 503-504

	Ask students who have read stories by Mark Twain or Joel Chandler Harris to tell some things they remember about these stories. Some of the students may like to dramatize a scene from one of these stories, such as the incident in which Tom Sawyer tricks the other boys into whitewashing the fence for him.	
4. Music	Review briefly some of the developments in music during this period, including: Symphony orchestras Operas and operettas Band music Jazz, swing music Arrange for musical selections representing each of these distinct types to be played on a record player in the classroom, to provide an example of the various types of music that developed in America.	Our United States, p. 506

Student References for Unit VII	Audio-Visual Aids
Bliven, Bruce. Story of D-Day: June 6, 1944. Random, 1956. Bordon, Charles. Hawaii—Fiftieth State. Macrae, 1960. Castor, Henry. America's First World War: General Pershing and the Yanks. Random, 1957. Considine, Bob. The Panama Canal. Random, 1951. Epstein, Beryl. Crawford Gorgas: Tropic Fever Fighter. Messner, 1958. Epstein, Sam. The First Book of Hawaii. Watts, 1954. Green, William. Famous Bombers of the Second World War. Hanover, 1959. _____. Famous Fighters of the Second World War. Hanover, 1957. Loomis, R. D. Great American Fighter Pilots of World War II. Random, 1961. Markun, P. M. First Book of the Panama Canal. Watts, 1958. Neilson, Winthrop. The Story of Theodore Roosevelt. Grosset, 1953. O'Neill, Hesther. The Picture Story of Alaska. McKay, 1961. Proudfit, Isabel. River-boy: The Story of Mark Twain. Messner, 1940. Savage, Katherine. Story of the Second World War. Walck, 1958. Snyder, Louis. The First Book of World War I. Watts, 1958. _____. The First Book of World War II. Watts, 1958. _____. The War, A Concise History: 1939-1945. Messner, 1960. Steinberg, Alfred. Douglas MacArthur. Putnam, 1961. _____. Woodrow Wilson. Putnam, 1961. Tunis, John. American Way in Sports. Duell, 1958.	Films: 1845 The Panama Canal M 1940 Hawaii—The Fiftieth State 1202 Alaska: A Modern Frontier L 490 War Came to America (Parts I and II) M 213 Our Monroe Doctrine

UNIT VIII. AMERICA TODAY

(Time - Approximately two weeks)

Content	Suggested Teaching Procedures	Materials
A. Progress in America since 1945 1. United Nations	Tell about the establishment of the United Nations, following World War II, including: Stated purpose Organization Problems encountered	Our United States, pp. 585-588
2. Cold War	Explain the significance of the term "cold war," as used in reference to our relations with the Soviet Union.	Our United States, pp. 588-590
	Discuss some of the basic differences between our form of government and communism. Point out how communists ideas rob the people of their individual rights. Emphasize that in order to preserve our freedom and democracy and our republican form of government, we must win the "cold war" against communism.	
3. Korean War	Review briefly the events of the Korean War, including: Causes of the war Results of the war	Our United States, pp. 593-594
4. Atomic power	Discuss some of the problems caused by the invention of the atomic bomb.	Our United States, pp. 597-599
	Describe some of the benefits that may be gained from the use of atomic energy.	
B. Keeping America strong and free	Discuss how new developments in science are helping to keep America strong and free. Atomic submarines and ships Conquest of disease Ventures into space	Our United States, pp. 607-613
	Discuss what each student and every American citizen can do to help keep our country strong and free. Voting (when old enough to be eligible) Keeping informed on national and world affairs Taking an active interest in local government Serving our country with pride when called upon to do so	Our United States, pp. 614-616

C. Civil Defense	Explain how our Civil Defense program provides an organized effort to save lives, property, and freedom, not only from enemy attack, but from natural disasters such as floods, tornadoes, hurricanes, fires, and explosions. Secure and display appropriate Civil Defense literature on what to do in case of various types of disasters, and what to do in case of enemy attack. Help the students acquire information about the location of shelters in the school and in the area of their homes. If possible, secure from Civil Defense headquarters a gas mask, a geiger counter, and other simple protective instruments, to show the students how they are used. Emphasize the importance of preparation instead of panic. (Adequate knowledge and preparation will help to make students less fearful during times such as the Cuban crisis in 1962.) Review with the class the following plans of action: Plan of action for the schools in case of attack Plan of action for the community in disaster Plan of action for each individual family: What to do if family is separated What food to have on hand and how to store or obtain water that is adequate and pure What part of the house would provide best protection in case of fallout radiation Encourage the students to take the free Red Cross First Aid courses offered in the community.	Civil Defense Manual and other publications

Student References for Unit VIII	Audio-Visual Aids

Air Force Digest. Our Air Force. Putnam, 1961.

Anderson, W. R. First Under the North Pole. World, 1959.

Becker, Beril. Around the World Underwater; Captain Edward L. Beach. Kingston House, 1961.

Bergaust, Erik. Our New Navy. Putnam, 1962.

Bolton, S. K. Famous Men of Science. Crowell, 1961.

Calder, Ritchie. Wonderful World of Medicine. Doubleday, 1958.

Colby, C. B. Our Space Age Army. Coward, 1961.

Cooke, David G. How Atomic Submarines Are Made. Dodd, 1957.

Dooley, Thomas. Doctor Tom Dooley, My Story. Farrar, 1960.

Dudley, Ruth. Good Citizen—Good Neighbor. Melmont, 1957.

Fermi, Laura. Story of Atomic Energy. Random House, 1961.

Lawson, Robert. Watchwords of Liberty: A Pageant of American Quotations. Little, 1943.

Lee, Bruce. Boy's Life of John F. Kennedy. Sterling, 1961.

Lent, H. B. Man Alive in Outer Space. Macmillan, 1961.

Martin, L. E. Conquest of Disease. Coward, 1961.

Wainwright, Loudon. Astronauts: Pioneers in Space. Golden, 1961.

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Films:

M	1034	Atomic Alert
	1771	Civil Defense in the School
	1280	Our Shrinking World
	1715	Jet Power
	1716	The Atom Goes to Sea
M	1923	Satellites: Stepping Stones to Space

Filmstrips:

Fs- 599	We, The People. Unit I
Fs- 600	We, The People. Unit II
Fs-1124	Atomic Survival
Fs-1063	United Nations at Work
Fs- 620	Freedom Today

UNIT IX. CITIZENSHIP

(Time - Approximately two weeks)

Content	Suggested Teaching Procedures	Materials
A. The meaning of citizenship	Have each student write down what the word citizenship means to him. Using the ideas of the students as a basis for discussion, develop a class definition of citizenship.	
B. Living together as American citizens		
1. School	Ask the students to list some ways they can practice good citizenship at school. Discuss these ideas in class.	Civics for Americans, pp. 94-109
	Point out how schools help to make better citizens by preparing students to: Live and work with other people Develop ability to earn a living Make good use of their leisure time	
2. Home	Ask the students to suggest some ways they can be good citizens at home. Point out that good citizenship contributes to the welfare of all the family.	Civics for Americans, pp. 111-123
	Discuss: The importance of the family Problems that all families must solve	
3. Community	Conduct a class discussion on ways in which the students can be good citizens of the community. Point out: Why citizens must cooperate in a community Some community activities in which a citizen can participate to improve the community	Civics for Americans, pp. 81-91
C. Living together under laws	Discuss the significance and purpose of laws.	Civics for Americans, pp. 61-77
	Point out the necessity for certain school rules that must be observed by the students, the ways in which they function, and the benefits derived from their observance.	
	Discuss some of the national laws of our country and point out how they are established for the good of all of the people, including those who abuse them and violate them.	

Content	Suggested Teaching Procedures	Materials
1. Reasons for laws	Discuss how laws operate: To protect individual rights and property To provide equal opportunities for all	
	Emphasize why it is important for all of us to obey the laws.	
2. Enforcement of laws	Assign student groups to report on some of the ways laws are enforced at the local, state, and national levels.	Youth and the Law, (Curriculum Bulletin 62CBM42)
	Arrange for a police officer to talk to the class about law enforcement and crime prevention.	
	Explain and discuss some of the specific Texas laws that apply to teenagers. Point out: Why the laws were made The penalty for breaking each of the laws	
D. Citizenship privileges, obligations, and opportunities		Civics for Americans, pp. 299-317
1. Voting	Discuss the privileges and obligations of voting, and why it is important that each eligible citizen vote.	
	Explain the voting qualifications required in Texas.	Texas Almanac
	Make arrangements for the students to inspect a voting machine.	
	Ask an election official from the precinct in which the school is located to visit the class and explain and demonstrate the voting process.	
2. Paying taxes	Discuss the purpose of taxation, and make a list of taxes Texans have to pay.	Civics for Americans, pp. 320-331
	Ask the students to consider what it would be like if we did not have taxes as a source of revenue; conduct a class discussion of their ideas.	Texas Almanac

3. Obtaining an education	Discuss the following reasons why education is important for the development of good citizenship: Each person becomes familiar with his rights and privileges. Education assists in making a citizen a better informed voter, who can make intelligent judgments regarding candidates and their proposed policies.	
4. Honoring the flag	Discuss some of the rules and regulations that should be followed in honoring the flag of the United States. Ask a student to demonstrate the various procedures in handling the flag.	Appendix, Section III, this bulletin
5. Defending our country	Point out that if we are to remain a strong, free nation, we must be ready and able to defend our country against any enemy. Ask a representative from the Armed Services to discuss with the class the importance of a strong military organization, and tell how civilians who fulfill all of their responsibilities as good citizens and patriots can aid in the defense of the United States.	

Student References for Unit IX	Audio-Visual Aids

American Citizen's Handbook. National Education Association, 1951.

Briggs, Geoffrey. Flags of the United States. Maxton, 1960.

Brown, Harriett M., and Joseph Guadagnolo. America Is My Country. Houghton Mifflin, 1955.

Desmond, Alice. Your Flag and Mine. Macmillan, 1960.

Dudley, Ruth. Good Citizen—Good Neighbor. Melmont, 1957.

Goslin, Ryllis, and Omar Goslin. Democracy. Harcourt, 1940.

Hays, W. P. Freedom. Coward, 1958.

Lawson, Robert. Watchwords of Liberty: A Pageant of American Quotations. Little-Brown, 1957.

Stewart, Marguerite A. We, The American People. Day, 1951.

Waller, Leslie. Our Flag. Holt, 1960.

Witty, Paul. True Book of Freedom and the United States Family. Children's, 1956.

Wolfe, Louis. Let's Go to a City Hall. Putnam, 1958.

Youth and the Law. Curriculum Bulletin 62CBM42. Houston Public Schools, 1962.

Zoffo, George J. Your Police. Garden, 1956.

Films:

	456	Are You a Good Citizen?
	220	Democracy
M	1414	Flag Speaks
M	1537	What It Means To Be An American
M	1558	Why We Respect the Law
M	1591	The Responsibilities of American Citizenship
L	2077	Where Were You?
M	2134	Meaning of Patriotism
M	2019	The American Flag
	412	Everyday Courtesy
	2057	Our Country's Flag

Filmstrips:

Fs-1246	With Liberty and Justice for All
Fs- 997	How To Honor and Display the Flag
Fs-1426	A U. S. Community and Its Citizens
Fs-1245	We, The People

APPENDIX

I. SUGGESTIONS FOR SPECIAL PROJECTS BY THE STUDENTS

1. Model of Columbus' ship
2. Flags of Spain, France, and/or England
3. Armour of the Spanish conquers (Made from cardboard, felt, or any other suitable material)
4. A three-dimensional replica of the colony at Jamestown
5. A three-dimensional replica of a typical New England town
6. Replicas of tools used on the frontier
7. Replica of Boonesborough
8. Papier-maché model of Paul Revere on his horse (or any other historical figure)
9. Replica of the flag made by Betsy Ross
10. Model of a flatboat
11. Model of "Old Ironsides"
12. Simple model of Whitney's cotton gin
13. Dolls costumed in the dress of the frontier
14. Model of the Alamo (from clay or papier-maché)
15. Three-dimensional model of a southern plantation, with home, out buildings, fields, trees
16. Models of the Merrimac and the Monitor
17. Battle flags of the Union and the Confederacy
18. Model of the first telegraph
19. Model of Drake's first oil derrick
20. Three-dimensional maps

II. SUGGESTED FIELD TRIPS

1. City Hall
2. Museum of Fine Arts
3. San Jacinto Battleground and Museum
4. Airport
5. Post Office
6. Radio station
7. Television station
8. Western Union office
9. Newspaper printing company
10. Voting machines
11. Boat ride down the Houston Ship Channel
12. Facilities of National Aronautics and Space Administration
13. International Trade Center
14. Basic industries, such as paper mill, or oil refinery
15. Bank
16. Farmers' Market
17. Student Concert by Houston Symphony

18. Tour of new skyscraper such as the Humble Building
19. Public Library
20. Mock trial, if possible to arrange (similar to that for regular high school civics classes)
21. Museum of Natural Science
22. County Court House

III. DISPLAY AND USE OF THE FLAG OF THE UNITED STATES OF AMERICA

On June 22, 1942, the President of the United States approved a joint resolution of the Senate and House of Representatives codifying existing customs and rules governing the display and use of the Flag of the United States of America by civilians. Further amendments were approved on December 22 of that year, and the pledge of allegiance was amended in June, 1954. This code includes the provisions of the code adopted by the National Flag Conference at Washington on June 14, 1923, with certain amendments and additions. Since it is the patriotic duty of all to display and use the Flag properly, certain provisions of the code are quoted here for your information and guidance, as follows:

It is a universal custom to display the flag only from sunrise to sunset on buildings and on stationary flagstaff in the open. However, the flag may be displayed at night upon special occasions when it is desired to produce a patriotic effect.

The flag should be hoisted briskly and lowered ceremoniously.

The flag should not be displayed on days when the weather is inclement.

The flag should be displayed daily, weather permitting, on or near the main administration building of every public institution.

The flag should be displayed in or near every polling place on election days.

The flag should be displayed during school days in or near every school house.

The flag, when carried in a procession with another flag or flags, should be either on the marching right; that is, the flag's own right, or, if there is a line of other flags, in front of the center of that line.

The flag should not be displayed on a float in a parade except from a staff, or so suspended that its folds fall as free as though the flag were staffed.

The flag should not be draped over the hood, top, sides, or back of a vehicle or of a railroad train or a boat.

No other flag or pennant should be placed above or, if on the same level, to the right of the flag of the United States of America.

The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.

When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

The flag should never be displayed with the union down, save as a signal of fire distress.

The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

The flag should never be carried flat or horizontally, but always aloft and free.

The flag should never be used as drapery of any sort whatsoever, never festooned, drawn back, nor up, in folds, but always allowed to fall free.

The flag should never be fastened, displayed, used, or stored in such a manner as will permit it to be easily torn, soiled, or damaged in any way.

The flag should never be used as a covering for a ceiling.

The flag should never have placed upon it, nor on any part of it, nor attached to it any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.

The flag should never be used for advertising purposes in any manner whatsoever. It should not be embroidered on such articles as cushions or handkerchiefs and the like, printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discard; or used as any portion of a costume or athletic uniform. Advertising signs should not be fastened to a staff or halyard from which the flag is flown.

The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in a review, all persons present should face the flag, stand at attention, and salute. When not in uniform, men remove the headdress with the right hand holding it at the left shoulder, the hand being on the heart. Civilians should salute by placing the right hand over the heart. The salute to the flag in a moving column should be rendered at the moment the flag passes.

The following is designated as the pledge of allegiance to our flag: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible with liberty and justice for all."